Developing Interaction Quality In English Under Learner To Learner Communication

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Abstrak

Penelitian ini bertujuan untuk menemukan apakah kualitas interaksi siswa dapat meningkat melalui penerapan komunikasi bahasa Inggris antar siswa dalam aktifitas pembelajaran. Penelitian ini adalah penelitian kuantitatif dengan menerapkan desain quasi-experimental. Populasi dalam penelitian ini adalah siswa-siswi kelas 8 SMP Negeri 1 Baubau dan samplenya seleksi dengan teknik cluster random sampling yakni kelas A yang terdidri dari 31 siswa digunakan untuk eksperimental grup sedangkan kelas B yang memiliki siswa yang sama yakni 31 orang digunakan sebagai control grup. Instrumen yang digunakan dalam penelitian ini tes dan observasi, data yang diperoleh dari hasil tes dianalisis dengan menggunakan deskriptif dan inverensial statistik sedangkan data dari hasil observasi dianalisis secara deskriptif. Hasil penelitian ini menunjukan bahwa nilai rata-rata pretes kelompok eksperimen adalah 40.00, sedangkan kelompok control adalah 42.74, menunjukan tidak adanya perbedaan yang signifikan antara keduanya. Tapi, nilai rata-rata posttest untuk kelompok eksperimen adalah 80.52, sedangkan kelompok control adalah 74.03, yang mengindikasikan bahwa peningkatan kualitas interaksi yang diajarkan dengan pendekatan komunikasi bahasa Inggris antar siswa dalam aktifitas pembelajaran lebih tinggi dibandingkan dengan pendekatan konfensional. Lebih lanjut, hasil tes hypothesis menunjukan bahwa nilai probabilitas adalah 0,015< α 0.05, maka H_0 ditolak dan H_1 diterima, yang menunjukan bahwa adanya perbedaan yang significan antara kualitas interaksi siswa yang diajar dengan pendekatan komunikasi bahasa Inggris antar siswa dalam kelas dengan pendekatan konfensional, hal ini dikarenkan pendekatan tersebut menjadikan siswa lebih antusias dan aktif dalam pembelajaran,

Kata kunci: Pengembangan, Interaksi, Pembelajar, dan Komunikasi

Abstract

The objective of the research is to find out whether the students' interaction quality can be developed under learner to learner communication in classroom activities. The research is quantitative research used quasi-experimental design. The population in this research was eighth grade students of state Junior high Scholl one baubau. The sample of this research was taken through cluster random sampling technique namely class A as experimental group that consisted of 31 students and one and class B with 31 students as control group. The instrument of this research were test and observation sheet. The data gotten from test was analyzed through descriptive and inferential statistic, and data observation was analyzed descriptively. The result of the research shows that the mean score of pretest in experimental group was 40.00, while the control group was 42.74, they are relatively the same. But, the main score of posttest in experimental group was 80.52, while the control group was 74.03, It indicates that the improvement of students taught by learner to learner communication is higher than conventional teaching. Moreover, the result of hypothesis testing obtained probability value 0.015 < α 0.05 thus, H_0 was rejected and H_1 was accepted. It means that the improvement of instructional quality is significantly different between the students taught by learner to learner communication and conventional teaching method. It is caused by learner

to learner communication, the students can be more enthusiastic to learn and engaged more activity in the classroom.

Keywords: Developing, Interaction, Learner, and Communication

INTRODUCTION

Interaction is one of the factors that support the students' learning develop when the interaction has a high quality, it is very possible that the process of effective and efficient English teaching-learning will appear. If learning interactions were limited to those between the teacher and student in classrooms, only a few would benefit and the opportunities for learning would end up being much more limited for all students. However, if we recognize that indeed there are possibilities for a variety of learning relationships between parties as they engage in interaction, as suggested in an Expanded Zone of Proximal Development (Lier, 2004), then the opportunities for learning are also broadened.

Communication depends on the production or expression of a message and its reception. That is a shared understanding of meaning is essential to effective and meaningful communication. This shared meaning must be developed through social interaction, or among learners and shared to be useful. Similar to the English learner population at large, learner interaction is a critical element in the development of communication and language skills for English learners. Learner need peers who can model communication systems and strategies. Learner interaction also typically provides foundational motivation for learners as they are developing their communication and language skills. Palmer (2012: 25), students find pleasure in producing a response not only linguistically acceptable but also conveys information personally relevant to themselves and other people when they use communication-practice as immediate confirmation and evaluation of correctness.

For encouraging interaction among learners in the class, they present the only possibility for as many students as possible to use the foreign language. Nunan (1999: 51) explains that students use more language functions in pair- and group-work than in other forms of interaction.

Based on the result of observations at eighth grade students of state Junior high Scholl one baubau and also supported by Una (2016: 5) and Una (2017: 124), students have some problems such as: (1) The students have low interaction quality, (2) The students are difficult to express and generate their ideas (3) The students are not encouraged to practice English. In overcoming the problems that occur, one of them is to use learner to learner communication. One strategy that will be implemented are "Pair Work and group work" as a step to achieve a good and meaningful learning environment. In practice, this strategy used student learning approaches to real-life problems.

Interaction

Brown (2001:165) explains that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. This statement involves a simple concept of the process of interaction. It can be simply stated that interaction is a process to get an idea out of one person's head and into the head of another person and vice versa. The definition of interaction is also stated by Malamah (1987:7) defines that interaction means acting reciprocally, acting upon each other. This definition contains aconcept that there are two parties involving in an interaction.

An interaction will occur when both parties act upon each other. Then, the acts of one party will make another party react to them. This reaction will influence the next action. Thus, interaction depends on the actions of both parties. In summary, interaction can be defined as a process of communication that involves two or more people on expressing and receiving message in the form of ideas, feelings or opinions. In promoting interaction in a classroom, the situation in the classroom should support the teacher and students to interact with each other.

McNergney and Carrier (1981) state that a good interaction shows the indication of certain attitudes of students toward the teacher's behavior. These attitudes include the

following aspects: (a) Adequacyand fairness of instruction and grading, (b) Fairness in authority and effectiveness of control, and (c) Consideration, friendliness, and concern of interpersonal relationship.

Learner to Learner Communication

Learner to learner communication is a peer-mediated intervention on in the classroom emphasized collaboration among learners. At the heart of this collaboration is a group processing of the information to study and an exchange of the thinking involved in the cognitive processing as cooperative learning.

Learners need more opportunity to practice English and use it communicatively inside and outside the language classroom. Florze & Burt (2001) emphasize that pair and group work activities can provide learners with opportunity to share information and build a sense of community.

In addition, small group work is a process in which members working cooperatively rather than individually, formulate, and work toward common objectives under the guidance's of one or more leaders. It is also found that small group work techniques makes the students interact one another to solve the problem assigned although the individual brings his/her own personality, the students have a single purpose in group in pursuit of which they need each other's help. And the time which is in small group work is efficient because students can help one another in overcoming their problem during teaching and learning process. Thus by using this way, the students can share their knowledge and they can help each other in how to apply their communication.

METHOD

This Research was quantitative research, the research used quasi-experimental design. It was conducted at eighth grade students of state junior high Scholl one baubau. The sample of this research was taken through cluster random sampling technique namely class A as experimental group that consisted of 31 students and class B with 31 students as control group. The instrument used in this research was test and observation sheet. The data gotten from test was analyzed through descriptive and inferential statistic analysis, and data observation was analyzed descriptively.

FINDINGS

Descriptive Statistics

The purposes of the research are to find out the students' interaction quality between the students taught with learner to learner communication and conventional way. The research was done by three steps. The steps were pretest, treatment, and posttest.

The result of pretest and posttest were then tested by descriptive statistics and followed by independent sample test to prove the hypothesis which was formulated in this research. To analyze all the data, the researcher used *SPSS 22* for windows. The data of students' interaction quality for experimental and control group can be displayed in the following table.

1) Students' interaction quality

The data of the students' interaction quality in experimental and control group are gotten from pretest of the eighth grade students of state Junior high Scholl one baubau. The data can be seen from the table below.

a) Result of pretest in experimental and control group

Result of pretest is obtained from experimental and control group before treatment. The result of the descriptive analysis can be seen in the following table.

Table 1 Descriptive analysis of students' interactionquality in pretest of experimental and control group

	Experimental Group	Control Group
Mean	40.00	42.74
Std. Error of Mean	1.926	2.173
Median	40.00	40.00
Mode	40.00	30.00
Std. Deviation	10.724	12.099
Variance	115.000	143.398
Minimum	25.00	25.00
Maximum	65.00	65.00

Based on the table, it shows that the mean score of pretest on students' interaction quality in experimental group is 40.00, while the mean score of pretest in control group is 42.74. From the explanation, it can be said that the students' interaction quality between experimental and control group before treatment is relatively same. The frequency of each category of students' interaction quality is displayed on the table 2.

Table 2 Frequency distribution of students' interaction quality in pretest experimental group

No.	Criteria	Interval	Experimental Group		Control Group	
			F	%	F	%
1	Very good	86-100	0	0	0	0
2	Good	71-85	0	0	0	0
3	Moderate	56-70	2	6.5%	4	12.9%
4	Low	≤ 55	29	93.5%	27	87.1%
	Total		31	100%	31	100%

The table above shows that 29 (93.5%) students in Experimental group are in low category while 27 (87.1%) students in control group are in low category. So, it can be concluded that the students' interaction quality in experimental and control group before treatment is in low category. Therefore the application learner to learner communication is needed to be applied to improve students' instructional quality.

b) Result of posttest in experimental and control group
Result of posttest is obtained from experimental and control group after treatment can be seen in the following table.

Table 3 Descriptive analysis of students' interaction quality in posttest of experimental and control group

	Experimental Group	Control Group
Mean	80.52	74.03
Std. Error of Mean	1.662	1.418
Median	80.00	75.00
Mode	70	70.00
Std. Deviation	9.252	7.897
Variance	85.591	62.366
Minimum	65.00	55,00
Maximum	95.00	85,00

Based on the table, it shows that the mean score of posttest on students' interaction quality in experimental group is 80.52, while the mean score of posttest in control group is 74.03. From the explanation, it can be said that the students' interaction quality between experimental and control group after treatment is significantly different. The frequency of each category of students' interaction quality is displayed on the table 4.

Table 4 Frequency distribution of students' interaction quality in pretest experimental group

No.	Criteria	Interval	Experimental Group		Control Group	
			F	%	F	%
1	Very good	86-100	7	22.6%	0	0
2	Good	71-85	15	48.4%	18	58.0%
3	Moderate	56-70	9	29.0%	12	38.8%
4	Low	≤ 55	0	0	1	3.2%
	Total		31	100%	31	100%

The table above shows that in experimental group 7 (22.6%) students are in very good category, 15 (48.4%) are in good category, 9 (29%) are in moderate category, and none of students in low category; While in control group none of the students in very good category, 18 (58%) students are in good category, 12 (38.8%) students are in good category, and 1 (3.2%) students are in low category. So, it can be concluded that the students' interaction quality in experimental group is better than in control group.

2) Hyphothesis Testing

The hypothesis testing was used to see whether there was any significant difference in students' interaction quality between experimental group and control group after the treatment was implemented. This test was also assisted by SPSS v.22. The significance value or alpha (α) was 0.05. The result of *Independent Samples T-test* is presented as follow:

Table 5. The Result of Independent Sample T-test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Interaction_Quality	Equal variances assumed	1.257	.267	2.510	60	.015	5.484	2.185	1.114	9.854
	Equal variances not assumed			2.510	58.557	.015	5.484	2.185	1.112	9.856

Table 5 shows the statistical hypothesis of this study. The Sig. (2-tailed) was 0.015 which was lower than 0.05, therefore, the alternative hyphothesis (H_1) was accepted and the null hypothesis (H_0)was rejected. It means that there was significant difference in interaction quality of the eighth grade students of state Junior high Scholl one baubau between the students taught with learner to learner communication and conventional way.

DISCUSSIONS

The purposes of the research was to help students become more confident that is encourage students to interact during discussion in their group member, communicative interactions can be used to engage learners, to make them reflect on and articulate ideas. Learner to learner communication gave positive effect to the students and there were many factors leading into this result. The students become more enthusiastic to learn, they engaged more activity in the classroom and their interaction quality was significantly different from the students in conventional class. Students that the activitieswere interesting and motivating when strategy pair work and group work will applied. It seems that this purposes has been achieved by doing observation in the classroom and shows improvement each treatment. The students sound more confidence, willing to interact and instances of silence are very few. Generally, their discussion are more flow to the point and easy to follow. It can be argued that the students' communicative competence has been improved.

After treatments pair work strategy had done, the next activity was giving group work strategy it was same with pair work in applied three times. When applying group work strategy the students could not brave to speak out because they didnot much knowledge to share to their others member. Then the researcher gave the solution for each problem found. After the solution of problem was implementing, the target achieved with the expected target. The problems that mostly found in the group work were students free on task, students spend a long time for arguing, and some students took over the task in their group, this considered as significant improvement looked from the process of teaching and learning in their daily classroom activities. The students score was clearly improve after applying learner to learner communication that saw on each treatment. The data shows that the students' interaction just got low to good and there was an improvement. The improvement of students' interaction is because of the use of group work strategy where they are able to communicate through tasks that require them in the classroom.

Some students simply shy and unaccustomed to sharing their work with their peers. But, the outset of the class and in the syllabus about what they think about some people and things in the classroom. In order to coordinate efforts to achieve mutual goals, students must: 1) get to know each other, 2) communicate accurately and unambiguously, 3) accept and support each other, and 4) resolve conflict constructively. It is supported by Kagan (1992) said that cooperative learning refers to a set of instructional strategies which include cooperative students' interaction over subject matter as integral part of the learning process, by using of small group learning can enable students to participate themselves in the learning process. It is accordance with its functions language as means of communication small group learning is very effective in language classroom learning because by using small group learning students can construct of generate more ideas of the language through sharing information.

Brown (2001: 165) states that in the era of communicative language teaching, interaction is the heart of communication. From this concept, it is clearly stated that interaction is an important thing for language teachers. Since communication is the main factor in the communicative language teaching, communication must appear in every language learning activity. Here, students are supposed to be able to communicate and interact with others in language learning contexts. They will learn how to communicate and interact through the interaction itself. Thus, the communication in the language teaching and learning classroom can be seen from the interaction among the language classroom participants.

Other positive effects which were seen during the activity were students more happy, enjoy and confidents to learn. They felt ready to engage in every classroom activity. Student pain attention as the researcher was delivery the lesson. They did not make much unnecessary disturbing given which also proved they were serious following the lesson.

CONCLUSION

Based on the finding and discussion, it can be explained that implementation of learner to learner communication is effective to develop students' interaction quality. It was shown by the mean score of students' posttest of experimental group that was higher than the mean score of students' posttest controlled group. It is also supported by the statistical calculation show Sig. (2-tailed) is 0.15 while alpha (α) is 0.05. In short, p $<(\alpha)$, it means that the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. This indicates that there is a strong effect in the used of learner to learner communication in developing interaction quality.

Suggestion

The researcher would like to give some suggestions that might be worthy for teachers, students, and further researcher related to teaching and learning English especially in teaching strategy in learner to learner communication in the classroom.

1. The teachers can use some strategies to facilitate the teaching and learning process in the classroom. One of them is to use learner to learner communication, one strategy that will be implemented is "Pair Work and Group Work". The learner to learner communication is not only make learning process be more fun, but also the teachers can help students to improve their potency.Teachers can use learner to learner communication to improve students' interaction quality. Learner to learner communication can make the students to express and generate their ideas to practice English with other friends .

2. For students, they should be more active in English when they interact with the other students. By maximizing the use of English, the students will be more familiar in using English. As a result, they will be motivated to join and involve themselves actively in any activities in the teaching and learning process.

3. For further researcher, they are suggested to develop a research related to Integrated Skills in English. The researcher hopes this study can be the reference for the further researcher in conducting the research by adding more ideas feom different perspectives.

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